

Using Existing Online Video Resources

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Content Overview

1. Importance of shared online video: educational psychologists such as David Ausubel (1978) argued that knowledge was hierarchically organized.
2. New learning concepts and ideas to be subsumed under or anchored within prior learning experiences.



Content Overview

3. Ausubel suggested that new info is going to be meaningful if it is anchored (i.e., attached or related) to what learners already know and understand.
4. YouTube videos can help in that regard. A key part of this effort is finding ways to link prior learning experiences to new concepts and ideas.



Content Overview

5. Advance Organizers: Provide a context, richer learning, can be replayed for key concepts, bring students to the real world, discussion, reflection, common experience, and the potential for higher order thinking skills.



Content Overview

6. Dual coding theory (learning information verbally and visually is more richly stored): Alan Paivio.
7. Anchored instruction and macrocontexts: John Bransford and colleagues.
8. Multimedia theory: Richard Mayer.



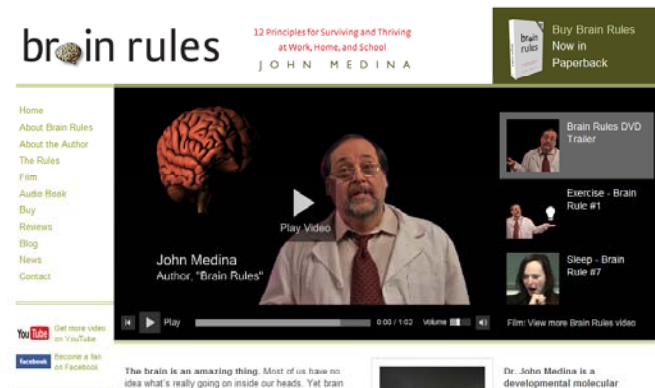
Learning and Memory Video: John Tesh Radio Show



Learning and Memory Video: Daniel Tammet



Videos on Book Websites (e.g., Brain Rules, John Medina)



BookTV (author interviews)



Content Overview

9. Learn about technologies for bringing shared video into your classes.
10. Understand the wealth of sites that exist for shared online video.



Which of shared online video resources do you use?

1. Academic Earth
2. BBC News Video and Audio
3. CNN.com Video
4. Current TV
5. Fora TV
6. Google Video
7. Link TV
8. MIT World
9. MSNBC.com
10. NASA TV
11. YouTube
12. YouTube Edu



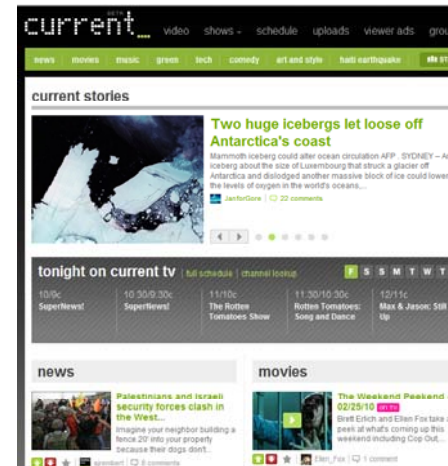
Academic Earth



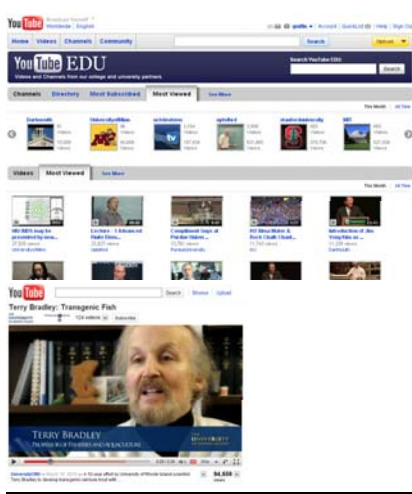
MIT World



Current TV



YouTube EDU Page



Content Overview

11. Grasp ways to incorporate shared online video in online courses—there are hundreds of ways to use it pedagogically.
12. Think about future explosion and use of shared online video.



Examples of Online Visuals

1. Raiders of the Lost Arc for math and physics courses.
2. B. F. Skinner for psychology.
3. CNN clips for economics courses.
4. Watch stored video and then invite presenter in live.



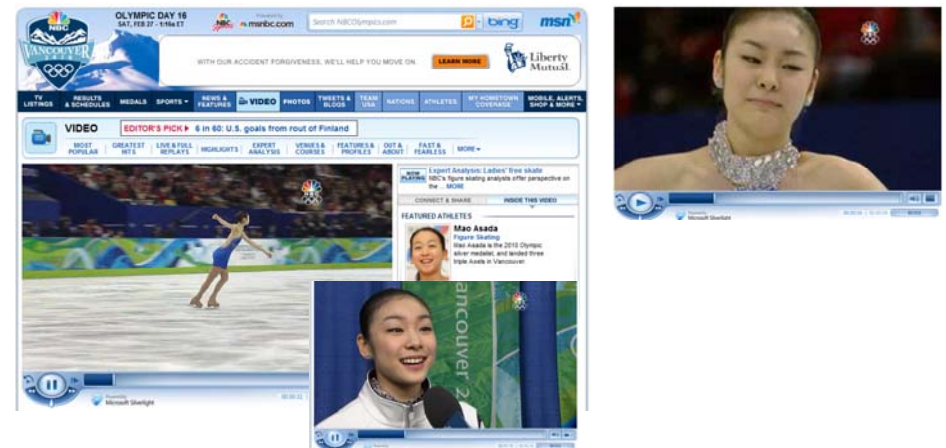
Learning and Memory Video: B. F. Skinner



CNN Video



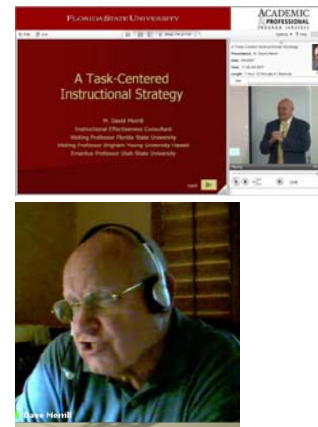
Google Videos (e.g., the 2010 Winter Olympics)



Yahoo! Video



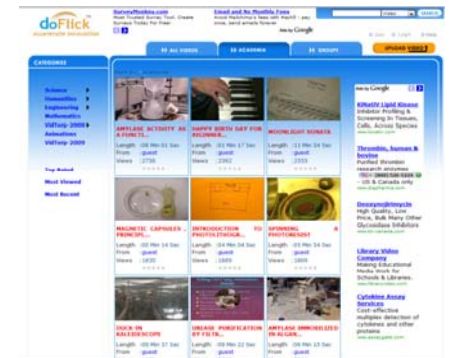
Synchronous & Asynchronous Events (e.g., Breeze + Video + Online Forum + e-Papers)



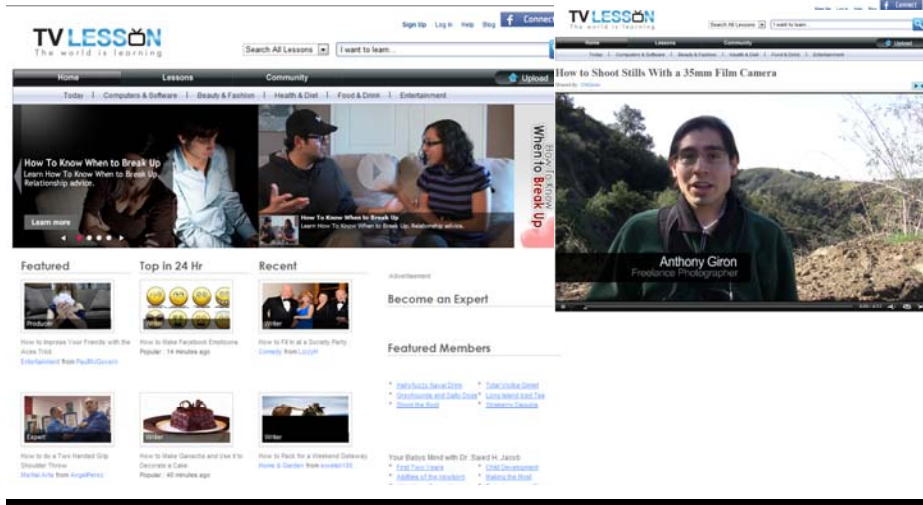
Videostreamed Lectures (Berkeley Professor Marian Diamond, Biology)



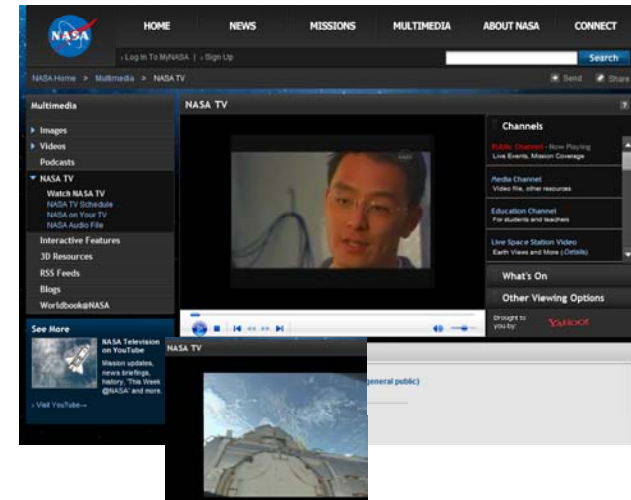
doFlick Demo Videos



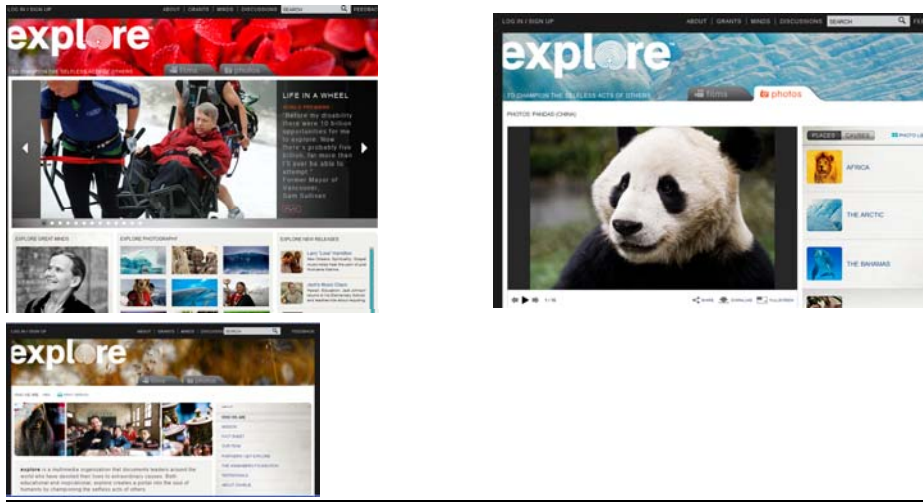
TV Lesson (expert videos)



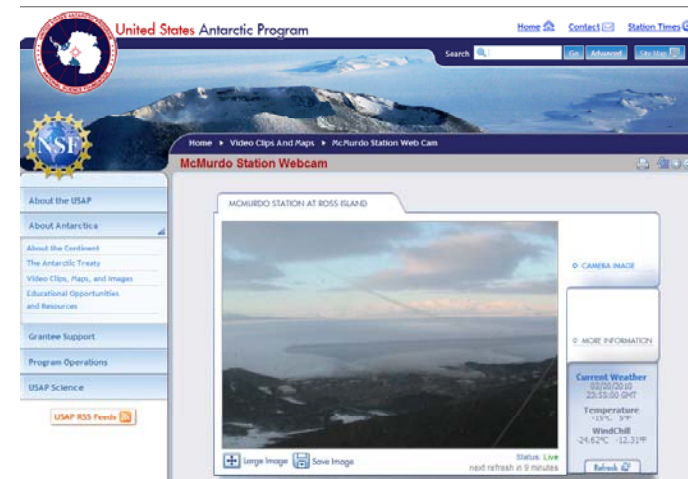
NASA TV



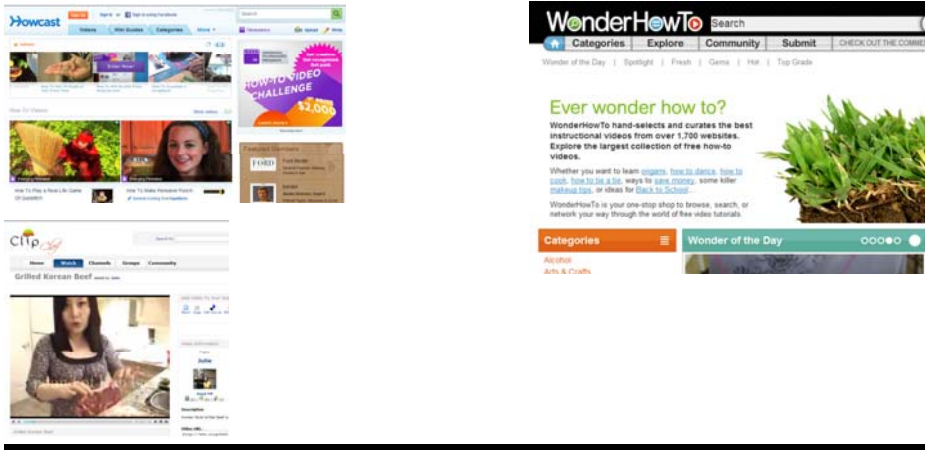
Explore Series (Annenberg)



US Antactica Webcam

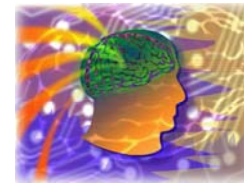


Howcast, WonderHowTo, Clip Chef Video Sites



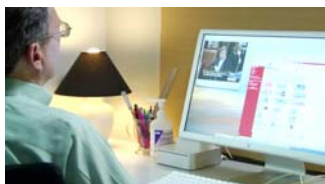
Advice and Guidelines

1. When using shared online videos, consider the learning theory or approach makes them more powerful than other media.
2. Assign students to reflect on why or how you used them.

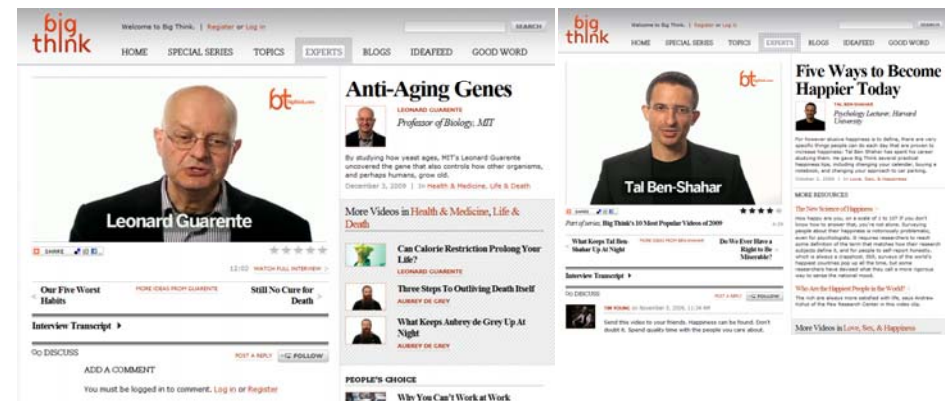


Advice and Guidelines

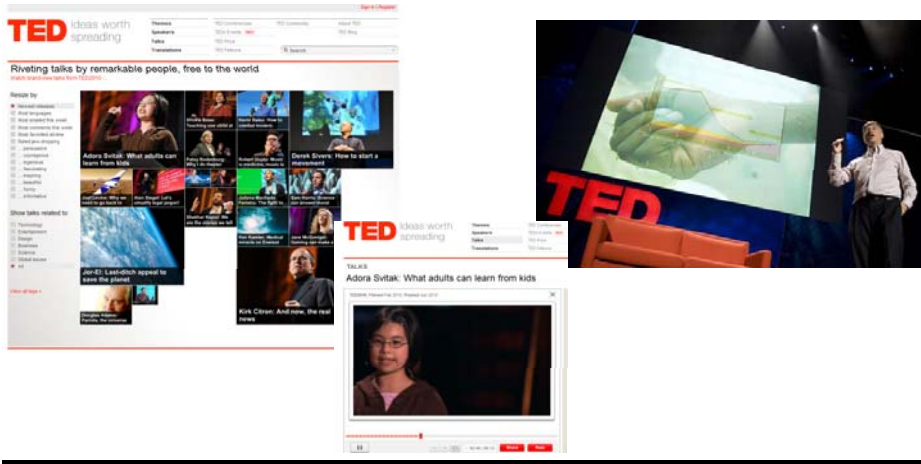
3. Length of video for activities should be less than 10 minutes and preferably under 4 minutes.
4. Students tend to watch videos between 6 pm and midnight.



Big Think (short topical videos from famous people)



TED Conference (Technology, Entertainment, and Design)



Professor Celebrity YouTube Videos (Michael Wesch, millions of views)



Advice and Guidelines

5. Students are much more likely to watch and share videos than create them.
6. Considering offering online video creation as an option—can foster student creativity.



Advice and Guidelines

7. Instead of finding all course videos, offer the student the chance to find and show 1-2 free online videos.
8. Watch and approve all videos before selecting.



Advice and Guidelines

9. Test videos online (or, if FTF, in the room you will use) to check for link rot or video removal.
10. Have back-up videos in case do not work or are taken down.



Advice and Guidelines

11. Have a guidesheet, job aid, or scaffold to help students evaluate the validity of sources (issues of credibility/authority, quality, design, etc.)



Advice and Guidelines

12. Explore online portals for shared videos that can be used in class.
13. Post the video URLs to the Web for exploration.



Advice and Guidelines

14. Many unconventional videos might be used to emphasize key points from class (e.g. old television programs or other non-educationally produced).



Advice and Guidelines

15. Have students rate the videos at the end of the semester.
16. If it is a blended course, consider using the videos to start or end the class as an anchor or instruction. Or perhaps pause the video while playing and reflect on key concepts.

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Advice and Guidelines

16. Do not simply use such videos; instead embed higher-order thinking activities (pause & reflect).
17. Embed reflection or pro and con reflection debates on the videos. Foster interactivity in the class.



Advice and Guidelines

18. Check any legal issues with use or distribution of shared online videos.
19. If students are creating shared online videos, you might have an event wherein they are shared.



Advice and Guidelines

20. There's also live videoconferencing with experts. This is just a start. Think about the future!



Videoconferencing and Telepresence



Enjoy creating, watching and sharing online video!

For More Information, Contact:

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